

CHAPTER I

INTRODUCTION

A. Background of the Study

English has four language skills: listening, speaking, reading, and writing. The learners should be capable of mastering those four language skills. Among those four language skills, speaking is considerably not an easy skill to be acquired by the learner.

The first important thing in teaching English, especially speaking is the teacher should not only make students to be active, but also make students understand about what the teacher explains. After that, the teacher should make students interested in English, not make students afraid of English. The teacher can make students have motivation to learn English. If the students can enjoy English without any force, it can be a good way for students to learn English. So, there is no statement that English is a difficult subject matter, especially in Junior High School.

As one of the language skills, speaking is becoming the primary skill taught to the students. Speaking is a very important skill, because by mastering that skill people can carry out conversation with others, give the ideas and exchange the information with others. The teacher and the student find many problems in English teaching learning process. Hence, the writer wants to know the English teaching-learning at the first year students of *MTs*

Terpadu Gondang Wonopringgo Pekalongan and the difficulties faced by them when they speak English.

In learning English, the learners should practice more every day, especially speaking. They should not be depended on their teacher and try to be self-confident. Many students said that English is so difficult to be learnt. They usually feel afraid of following English lesson in their class. They prefer to keep silent to speak English because they worry if other students laugh at him. They also have limited vocabulary, so the students are still confused when they express something in English. Those problems are faced by students of *MTs Terpadu Gondang Wonopringgo Pekalongan*.

In the process of speaking teaching-learning, the teacher needs the methods or techniques that can make the students consider that English is not difficult subject matter. Teaching-learning process especially in Junior High School should explore students' motivation, not force them to learn. Actually there are several methods in teaching English as a foreign language to increase student's motivation. These methods are used to increase the student attention to the lesson material. However, not all methods are helpful for the students. The method used in teaching should be adjusted with their characteristic.

On the other side, there also some problems are faced by the teachers. They must apply some methods to teach English in order to make students are not bored. Teaching English at Junior High School can be done in many ways.

The common way usually used by the teacher is dialog. By using dialogue, the students can learn to speak English fluently. They can be courage and high self-confident to show up in front of their friends, they also can give ideas or opinion. It will make students more active in the classroom. The teacher should be able to give interesting and various materials. Usually, the learners will get bored if they get the same topics and methods. It makes the students be lazy to speak English in their daily activities.

Every school has different style in teaching speaking. For example, the teacher uses CLT to teach speaking. In the classroom, the teacher asked the students to tell about their experience in front of the class one by one. Then, the other students give questions. This method can improve the learners' communicative competence. The students are more creative in speaking English. *MTs Terpadu Gondang Wonopringgo Pekalongan* is one of the favorites Junior High School in Pekalongan regency. It has three programs, for example *Terpadu*, *Reguler* and *Terpadu Plus*. In the program of *Terpadu Plus*, the students have to use English language every day. Hence, the writer wants to know the process of speaking teaching-learning at the first year students of *MTs Terpadu Gondang . Wonopringgo Pekalongan*.

From the phenomenon above the writer is interested in conducting a research entitled, **A Descriptive Study on English Speaking Teaching-Learning at the First Year of *MTs Terpadu Gondang Wonopringgo Pekalongan* in 2010 / 2011 Academic Year.**

B. Problem Statement

Based on the background above, the writer formulates the problems of the research as follows;

1. How is the implementation of teaching-learning process of speaking at the first year of *MTs Terpadu Gondang WPO PKL* in 2010 / 2011 academic year?
2. What problems are faced by the teacher in speaking teaching-learning at the first year of *MTs Terpadu Gondang WPO PKL*?
3. What problems are faced by the first year students of *MTs Terpadu Gondang WPO PKL* in learning speaking?
4. What are the problem solving used by the teacher to overcome the problems faced by the students in learning speaking?

C. Limitation of the Study

In conducting this research, the writer limited the study on the teaching-learning process of the first year of *MTs Terpadu Gondang WPO PKL* in 2010/2011 academic year that is focused on speaking skill.

D. Objective of the Study

The objectives of the research are follows.

1. to describe the implementation of speaking teaching-learning at the first year of *MTs Terpadu Gondang WPO PKL*.
2. to describe the problems faced by the teacher in English speaking teaching learning at the first year of *MTs Terpadu Gondang WPO PKL*.

3. to describe the problems faced by the students at the first year of *MTs Terpadu Gondang WPO PKL* in learning speaking by using their teacher's method.
4. to find some ways to solve the problems faced by the teacher in teaching speaking and the problems faced by the students in learning speaking.

E. Benefit of the Study

There are two major benefits in this research, namely practical benefit and theoretical benefit.

1. Practical Benefit

a. The writer

This study can be used as one of the ways to develop the writer's knowledge and experience.

b. The reader

The reader will get a large knowledge of the speaking teaching-learning at the first year students of *MTs Terpadu Gondang WPO PKL*.

c. The English teacher

The English teachers can choose the right way in teaching English conversation to be taught at the first year students of Junior high school.

2. Theoretical Benefit

- a. The result of the research paper can be used as the reference in the English speaking teaching learning to the first year students.

- b. The finding of the research will be useful to the readers who are interested in analyzing teaching speaking on the first year students.

F. Research Paper Organization

The writer constructs the research paper organization in order to make the readers understand the content of the research paper. This research paper is divided into five chapters.

Chapter I is introduction that consists of background of the study, problems statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II presents of underlying theory that deals with previous study and theoretical review which deals with notion of speaking, teaching speaking, activities in speaking, teaching-learning process of English speaking skill, and the learning cycles of teaching speaking.

Chapter III is research method which presents with type of the research, subject of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV presents research finding and discussion of the implementation of teaching-learning process of speaking at the first year of *MTs Terpadu Gondang*, the problems faced by the teacher and also the students, and the problem solving used by the teacher.

Chapter V presents conclusion and suggestion followed by bibliography and appendix at the end of research paper.